DOCUMENT RESUME

ED 073 991 SO 005 451

TITLE	Teacher's Guide to the Ninth Grade Course on Our Economic System and Socioeconomic Problems.
INSTITUTION	Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.
PUB DATE	68
NOTE	75p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Behavioral Objectives; Charts; Concept Teaching; Course Organization; *Economic Education; Grade 9; *Inquiry Training; Projects; Secondary Grades; Skill Development; Social Studies; *Social Studies Units; Social Systems; Socioeconomic Influences; Teaching Guides; Teaching Techniques
IDENTIFIERS	Capitalism; *Project Social Studies

ABSTRACT

This teacher's guide for a ninth grade course on the American economic system includes description of six units of study: 1) The United States: An Affluent Society; 2) The American Economy: How Our Economic System Works; 3) Farm Problems; 4) The Auto Industry; 5) Poverty in the United States; and 6) units on Political Campaigns and Elections and The Middle East: An Area Study which alternate in election and non-election years. Behavioral goals, skills, objectives and goals related to concepts and generalizations are identified. Charts appended to the guide indicate specifically the way in which all goals are developed in the different units. Suggested teaching strategies based on the inquiry approach to teaching are included together with references to background papers on inquiry techniques. The guide is concluded with description of adapting the resource units to specific courses. Related documents are: SO 005 452 through SO 005 457. (SHM)

ED 073991

SO 005 451

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

TEACHER'S GUIDE TO THE

NINTH GRADE COURSE

ON

OUR ECONOMIC SYSTEM AND SOCIO-ECONOMIC PROBLEMS

This course is part of an articulated curriculum for grades K-12 and has been developed by the Project Social Studies Curriculum Center at the University of Minnesota.

This material was developed under a special grant from the United States Office of Education (HS-045).

1968

GOALS FOR COURSE

The resource units make it clear that the ninth grade course is designed to teach attitudes and skills as well as generalizations and concepts. This section deals briefly with objectives for the course. Charts appended to this guide indicate more specifically the way in which goals are developed in the different units.

Behavioral Goals Related to Values

The ninth grade course was developed with a view to helping pupils develop most of the scholarly values identified by the Center's staff for the entire social studies program. It was designed also to develop a number of attitudes related to public values or the ground rules for the operation of a democratic society. It should be noted, moreover, that some of these attitudes are basic to an overall value which has not been stated for each of the problem units -- the value of human dignity. Most pupils will come to the course with a fairly well-developed value for human dignity as a result of previous experiences at home, in school, in church, and in their many informal groups. Probably the more specific values of this course will develop as pupils see the need for certain things in order to protect this major value. However, the content used to teach these other values, such as those related to protection of minority rights, evaluating events and institutions on the basis of their effects upon human beings, etc. may also help reinforce pupils' attitudes toward human dignity.

The ninth grade course is also designed to develop several attitudes which are likely to arise from the study of social science content. For example, several of the units try to help pupils develop a scepticism of single-factor causation in the social sciences and of panaceas for curing social problems.

It should not be thought that some of the goal are neglected merely because there is no check against them under a specific unit in the chart. The checks indicate those units where the goals have been kept in mind in designing specific activities and sometimes the entire unit approach. Many of the others will be reinforced in units in which they are not checkec

Skills

This course attempts to develop many skills. A large number of these are related to methods of inquiry. Many of these are introduced in the first unit which sets the stage for the entire year's work. Most of these skills have been taught in earlier courses, although they should be refined in this course. Those which are not taught in earlier courses are marked by stars in the chart on sequential development of skills on pages 20-24 of this guide.

It should be noted that although some of these skills are not listed as objectives in more than one unit. Later units give pupils opportunities to practice and improve the skill. Teachers may find that they should work intensively on the skill in a number of units and should then list it as an objective of the later teaching units.

Some of the skills objectives should be taught in all of the units for which they are listed. These are the thinking skills related to inquiry and critical evaluation.

Some of the other skills are listed for more than one unit, also. However, the teacher may decide to postpone teaching the skill in the first unit in which it is listed. Or he may decide it is unnecessary to teach it to all pupils in the second unit in which it is found even though he may wish to work on the skill with a small group of students who still need help on it.

Goals Related to Concepts and Generalizations

The Center has chosen to identify important concepts and generalizations from the various social sciences and has tried to provide for a sequential development of them in the K-12 curriculum. The concepts for grade nine are drawn largely from the discipline of economics. Taken as a group, these concepts and generalizations might be said to constitu one possible structure from the discipline of economics. The course also draws upon concepts and generalizations from other fields, particularly sociology and political science, in the units which deal with socio-economic problems. The staff's point of view about structure in disciplines is explained in back ground papers #'s 1 and 2. For further analysis of the field of economics, the teach is referred to the background paper on that discipline, which is a reaction to the Nation Task Force Report on Economic Education published by the Committee for Economic Develop

Most of the generalizations to be developed are presented in terms of the social scientis No attempt should be made to have pupils lear the statements as they are stated in the resource units. Rather, pupils should be encouraged to generalize in their own words.

The Rationale for the Number of Objectives

These resource units differ from many units in part because of the large number of general izations and skills to be taught. The teacher should remember that many of these generalizations and skills are found in a number of th units in the ninth grade course. The sequenti pattern from one unit to the next can be seen in the charts at the end of this guide. Moreover, many of the objectives are reviewed from earlier grades and almost all will be taught through different content in later grades.

This means that it is not necessary or wise to spend too much time clinching a single generalization in any one unit. Rather, pupils should generalize and hold these generalizations as tentative -- as hypotheses to be tested more fully as they study other units. At the end of the course they can generalize more fully about any one topic than they can at the beginning of the course. However, they should still understand that generalizations may need to be modified later, that they should be held tentatively, always subject to change in the light of new evidence.

Because of this reinforcement and further development of concepts, generalizations, and skills, it is important for the teacher to read through the objectives of all of the units before he begins the course. It would be wise, also, to examine the objectives of earlier courses. The charts on goals, which are found at the end of the guide, are keyed to show which ones were taught in earlier grades. The overall chart in Background Paper # 1 indicates at what levels each concept, generalization, skill, or attitudinal behavior appears.

TEACHING STRATEGIES

This course relies heavily upon an inquiry approach to teaching. For a more complete discussion of inquiry strategies in teaching the teacher should read a number of the background papers. Background Paper # 1 analyzes in more detail the Center's point of view about inquiry as a teaching strategy and what inquiry involves. Background Paper #10 examines learning theory in relation to the use of inquiry. Background papers on the individual disciplines focus upon inquiry methods and techniques used in those disciplines, not upon inquiry approaches to teaching. However, they discuss inquiry techniques which might be taught to pupils in some of the courses.

The ninth grade course emphasizes a teaching strategy which encourages pupils to find out things for themselves rather than one which emphasizes the absorption of generalizations presented ready-made by the teacher or a book. Pupils are asked to set up hypotheses by drawing upon previously-learned concepts and generalizations. They decide that some idea they have learned in the past might help them make sense out of this new situation. They cannot be sure, but they guess that this might be so. Inquiry also involves gathering data, evaluating sources, testing their hypotheses, and generalizing from their findings.

The Center's staff does not believe, nor does this course reflect a belief, that all learning must be developed by this type of teaching strategy. For example, some goals call for having pupils learn to use certain kinds of references or to evaluate sources of information. Such goals cannot be met unless pupils use a wide variety of materials, which

present different points of view. Moreover, pupils may need to read materials by economists or watch films in order to gather data to test their hypotheses. Some accounts used in the unit on poverty are designed to help pupils find our how people affected by a problem feel about the problem. The accounts give pupils a chance to identify with the people in the accounts and so to understand their feelings. Even when pupils read other people's accounts of topics, they should be evaluating the ideas against other data, discriminating between normative and non-normative statements, identifying basic assumptions, etc., and using the data they find to either stimulate new hypotheses for testing or to test earlier hypotheses.

At times the teacher may wish to use an informal lecture to present certain facts, but he can then ask questions to help pupils arrive at their own generalizations from these facts. Indeed, he can intersperse questions and discussion with his presentation. The purpose of such an informal lecture is to give pupils the raw data from which they can develop concepts and generalizations -- information which perhaps is difficult for them to find elsewhere or to read for themselves or which can be presented more quickly in this fashion. The informal lecture should seldom present ready-made generalizations. Thus it is a far cry from the well-organized lecture which begins with a thesis and then develops it.

Clearly, achieving varied goals requires varie teaching strategies. The strategy used in each instance, however, should be appropriate to the specific objectives to be achieved.

Some teachers worry about having pupils read different materials. They may believe that all pupils should have read something in common as a basis for discussions and for tests. However, pupils can read different materials all focused upon the same questions. Pupils can be evaluated upon what they listen to in class discussions or in various kinds of reports as well as upon what they read. By testing for concepts, generalizations, and skills, rather than the specifics within any piece of writing, the teacher can avoid penalizing any pupil who has read something different and can make it clear to the pupils that he is in earnest when he says that he is more concerned about important ideas than about details. A part of a test might at times ask each pupil to evaluate one of the accounts which he has read.

Teachers should encourage pupil guesses or hypotheses as being as worthwhile at some stages of thinking as are statements which present a commentary on facts found in books, articles, or films, or upon the results of simulation games. At other times pupils should be asked to look for things which can

be used to test their hypotheses. They should learn that an untested opinion of a non-normative nature is not as good as a tested opinion or generalization. Even at this stage, however, pupils should be rewarded for thinking of new ideas about possible hypotheses or for asking relevant questions which have not been raised earlier. Whether or not pupils will learn to ask questions, set up hypotheses, and generalize for themselves, depends in part upon whether or not such behavior is discouraged or encouraged by teachers. However, the teacher should not always say "yes," "right," or "good" when a pupil presents an idea which the teacher considers good. Rather, the teacher may wish to suggest that it is a new or interesting idea and ask for other ideas from the class. Then pupils can test different ideas. Teachers can reward or encourage the kinds of behavior desired in many ways other than by saying that the pupil has arrived at a "correct" answer.

At times pupils may fail to limit generalizations sufficiently or may arrive at faulty generalizations which cannot be supported by present data and knowledge in the social sciences. If so, the teacher should not feel obligated to correct pupils immediately. Rather, he should have pupils think of these generalizations as possible hypotheses to be tested later. Indeed, at times it is beneficial for students to over-generalize and later discover that they must modify their generalizations. Thus if they have over-generalized about the effects of changing prices upon demand in Unit 2, they will have to modify this generalization as they study inelastic demand in Unit 3. This experience should help them learn the need to hold generalizations tentatively.

When pupils arrive at generalizations which are obviously contradicted by data, the teacher needs to consider two questions. First, do later parts of this unit or later units during the year provide material to help them test these generalizations so that pupils should be permitted to think of them as tentative generalizations or hypotheses until then? Second, do later courses in the curriculum provide material to help them test and limit generalizations? For example, will units in grade ten help them limit a generalization about economic growth or causes of poverty? Or will a unit in grade eleven help them identify the culture-bound aspects of some generalization which they develop or a result of studying American data?

If the answer to either question is "yes," it may be wise to let pupils hold these generalizations tentatively but to remind them they should think of them as hypotheses to be tested in later units. This is probably the procedure to use if the generalization represents an overgeneralization which does not take into account some of the more sophisticated limitations which a social scientist or even an older pupil might place upon it.

On the other hand, suppose the answer to both questions is "no." Or suppose that the generalization is not just too broad but is obviously contradicted by data which pupils have already come across or which could be presented to them in an understandable form within the unit being studied. The teacher should then spend more time helping pupils test their generalization at this time. Rather than merely telling pupils that their generalization is wrong or needs to be limited, the teacher might confront them with data (orally, in readings, or in pictorial, graphic, or tabular form) which will lead pupils to modify their generalization or arrive at a better generalization themselves.

THE FOCUS OF THE NINTH GRADE COURSE

The focus of this course is on the American economic system, with some study of a contrasting economic system in non-election years (see below). There is considerable attention to certain aspects of consumer economics in the unit on the automobile industry; however, the main emphasis is upon developing economic literacy about ideas which the citizen needs to know in order to understand how our economic system operates and to evaluate economic proposals and economic debate both during and between election years.

The course combines different types of unit approaches. The first unit is an overview which serves to introduce a number of different ideas and raise a series of questions to be examined during the year. The second unit uses simulation games to develop concepts and generalizations which will be used in later units. The unit deals with non-normative economic questions. Two units focus upon problems and require pupils to use economic analysis as they examine problems involving value-judgements. Pupils define the problem, analyze causes of the problem, and look at alternative courses of action. They learn to use non-normative analysis to help them when dealing with questions which involve value choices. One of these problems units is designed in part to develop more fully the concepts of supply and demand, a competitive market, and alternative costs. The other problems unit focuses upon the socio-economic problem of poverty. This unit includes sections on school dropouts and on automation which should help ninth graders understand the importance of further schooling.

The unit on the automobile industry differs from the others in approach. It includes a number of problem questions, although the first part of the unit focuses primarily upon analysis. This unit also provides a combination of consumer economics with a study of the American economic system.

The unit on the Middle East in non-election

years is an area study, with a different type of unit organization from all of the others. It is developed so that the teacher can focus upon foreign policy problems facing us in the Middle East as well as upon a comparative study of other economic systems and socio-economic problems. Such study should serve to highlight some of the aspects of our own system.

The ninth grade course draws most heavily upon economics. However, considerable attention is given to sociological problems and analysis in both problems units. The course also draws upon what pupils learned in the eighth grade course about the development of interest groups which attempt to affect policy decisions and about the varied influences upon political decision-making about economic problems. The course draws upon anthropology in the first unit in an attempt to make clear that our economic system is not the only kind of system, that any economic system is affected by the cultural values of the people and by the total social system, including the political system. The course draws upon geography as pupils look at poverty resulting from the exhaustion of resources in an area or from competition with new resources or products. Finally, pupils draw upon all of the social science disciplines in years when they study the unit on the Middle East; on the other hand, they build upon their knowledge of political science in years in which they study the unit on Political Campaigns and Elections.

After the curriculum has been instituted in a school system for a few years and pupils have come through the fourth grade course, the amount of time spent on some topics in units one and two can be reduced considerably. This will provide more time for study or even the inclusion of another problems unit.

GENERAL OUTLINE OF THE COURSE

The ninth grade course includes the following units. It should be noted that the unit on political parties is to be taught in election years, the unit on the Middle East in non-election years. This variation is explained below under the unit topics.

Unit 1: The United States: An Affluent Society?

This overview of economics raises questions about what economics is and about kinds of economic questions which must be resolved in any society. It also raises the issue: Is our society an affluent society, or can we still say that our economic system must deal with the problem of scarcity? The unit helps pupils understand that any society has certain economic goals, but that these goals and economic motives differ from one culture

to another.

Unit 2: The American Economy: How Our Economic System Works

This unit uses simulation games as well as other procedures to teach some basic ideas about the American economic system, including the components of the system and allocation under a market system, the way in which supply and demand affect prices, and the ways in which people may agglomorate their economic power through labor unions or cooperation among producers. The unit also develops an understanding of our monetary system, the role of banks and the relationship of savings to investment. Some of the material in this unit is reviewed from the fourth grade course, but the ideas are developed with much greater sophistication than is possible with fourth graders and through a very different approach.

Unit 3: Farm Problems

The emphasis in this unit is upon such concepts as supply and demand, inelasticity of demand, a competitive market model, alternative costs, and government actions which affect the market. The unit is organized around a problems approach. Pupils are introduced to farm problems. They investigate and define them more thoroughly and set up hypotheses about causes of these problems. They try to test their hypotheses, modify them, and work out new generalizations as they investigate causes. (This aspect of the unit is focused heavily upon supply and demand analysis.) Finally, pupils suggest alternative courses of action and investigate these, both through economic analysis and through a discussion of the value questions involved.

Unit 4: The Auto Industry

This unit uses the auto, in which ninth grade pupils are interested, to introduce the study of a different kind of market and a number of new economic concepts. The unit has two purposes. First, it illustrates a market in which there is oligopoly rather than the kind of competitive market found for farm products. Pupils learn a number of economic ideas related to administered prices, non-price ways of competing for consumers (e.g. the use of advertising and product differentiation), mass production and the use of capital to increase production, and third party costs. This last concept is related to an analysis of the car-safety issues of recent years, costs of highway-traffic congestion, the problem of disposal of junked cars, and the problem of air pollution.

Second, this unit offers many opportunities to teach pupils consumer economics in connection with a topic which can also be used to teach them much about the operation of the American economy. Pupils can investigate topics such as advertising, credit, budgeting, the role of consumer agencies in providing information for consumers, legal responsibilities of car owners, and car insurance.

In schools where pupils study drivers training at the ninth grade level, they might move from this unit to such a study, using the transition at the end of the unit provided by the issues raised about car safety in recent years.

Unit 5: Poverty in the United States

This unit is organized as a problems-solving unit. Pupils are introduced to problems of poverty, which they then attempt to define more carefully. They look at both statistical and other ways of analyzing and defining the problem. Pupils then study the causes of poverty, including such factors as old age, lack of education, discrimination against minority groups, automation, exhaustion of resources in an area, the loss of business because of the competition of new resources or products, and factors related to the economic growth rate. Finally, pupils turn to an analysis of alternative courses of action. This analysis involves both a study of non-normative questions and of normative issues.

Schools that teach an occupations unit in the ninth grade might find that the study of school drop outs and problems arising from lack of education and other training as our industry becomes more highly automated, could provide a useful background and introduction to the occupations unit.

Unit 6: Units which alternate in election and non-election years.

a. Election Year: Political Campaigns and Elections.

This unit is to be taught as a part of the current affairs program during the election campaign. It should build and draw upon what pupils learned in the eighth grade course on political parties and elections. Emphasis should be placed upon some of the economic issues in the election campaign and some other economic aspects of the campaign such as alternative costs facing candidates.

b. Non-election Year: The Middle East: An Area Study

When taught at this grade level, this area study should emphasize comparative economic systems and socio-economic problems. However, it should not omit the other major topics discussed in the resource unit.

THE PLACE OF THE COURSE IN THE OVERALL CURRICULUM

It is important for teachers to understand how this course fits into the rest of the Center's curricular framework. If pupils have come through the Center's courses for the elementary school, they will have developed considerable understanding of the culture concept, including the concepts of norms and values and how these cultural values affect other aspects of the total social system, including the economic system. In the fourth grade course, they will have studied, in simplified fashion, not only our own economic system but several contrasting systems such as a modified command economy (in the U.S.S.R.), an exchange system based largely upon traditional reciprocal relationships (in the Trobriand Islands), and the system in India which combines heavy dependence upon such reciprocal relations, a growing emphasis upon a market system in villages and heavy emphasis upon it in the cities, and aspects of a command economy related to centralized economic planning. Studying these units will have introduced pupils to many of the economic concepts analyzed in more detail in this ninth grade course. Therefore, it is important for the teacher to examine these units if his pupils have come through the earlier course.

In grade five, and to a lesser extent in other elementary school grades, pupils will have learned much about the cultural use of the physical environment, about factors affecting where things will be produced, and about economic interdependence of different regions and countries.

In grade six, they will have looked at diversity in economic systems as they studied some of the Indian cultures in this country. They will also have been introduced to the historical background for the civil rights problem in this country which is at the basis for the poverty of one of the groups studied in the ninth grade unit on poverty.

Pupils who have studied the seventh grade course should have developed a fairly good understanding of a number of sociological concepts such as culture, norms and values, socialization, role and role conflict, institutions, conflict, and accommodation. These concepts are important when studying the

problems units in the ninth grade course and the unit on the Middle East. They should also have analyzed aspects of the civil rights problem in some depth, thus providing more background for one part of the poverty unit in the ninth grade course.

The eighth grade course focused upon the political system of the United States. It developed a series of concepts such as political power and political decision-making, (including institutional factors affecting decision-making such as federalism and separation of powers), agglomoration of power through the organization of political parties and interest groups, political conflict and accommodation. These and other political concepts are useful when analyzing the problems units in the ninth grade course. Therefore, the teacher should examine the eighth grade guide and units in order to know how he can draw upon pupils' backgrounds as they study the problems units.

The Center's curriculum also calls for the alternative use of two units in both the eighth and ninth grade courses. In an election year when the ninth grade teacher is building upon what pupils learned the previous year about political parties and elections, he must consult with the eighth grade teachers about what they have done on this topic. He will be teaching some of the current aspects of the unit but needs to know what has gone before. In non-election years when the ninth grade students are studying the area study on the Middle East, the teacher will need to draw upon the sociological and anthrolopogical concepts developed in grade seven and upon many of the political science concepts developed in grade eight. More particularly, he should examine the unit on the executive process and the foreign policy case studies used in that unit in the eighth grade course.

The ninth grade course can be taught even though pupils have not come through the earlier junior high courses. Teachers then must spend more time developing the sociological, anthropological, and political science concepts and generalizations which are used in the ninth grade course. This means, that they may not be able to teach all of the units or may have to spend much less time on the last units.

Economics is not dropped once pupils have completed the ninth grade course. In grade ten there is a heavy emphasis upon economics as pupils analyze American history. Pupils compare the modern market economy with the economic system of the 17th century as they study the colonial age. They study economic growth in several of the units, with specific emphasis upon this topic in the unit on the Industrialization of the U.S. They focus upon the rise of labor unions and

collective bargaining in the same unit. The last unit of the year on the Consumption Economy is devoted primarily to economic topics, including an analysis of the causes of the ups and downs of business activity and the role of the government in attempts to even out business fluctuations. This study includes an analysis of monetary and fiscal policies and built-in-stabilizers.

In the twelfth grade, pupils organize what they have learned earlier about economic growth and then focus upon the role of the government in promoting economic growth and other aspects of growth in the short unit on economic growth which precedes the unit on the Underdeveloped Countries. As pupils study underdeveloped countries they draw heavily upon economic concepts as well as upon anthropological concepts. Moreover, there is considerable emphasis upon economics in the area study of Africa. It would be helpful, therefore, if the ninth grade teacher were to examine the charts showing the development of economic concepts in later grades. By doing so, he can develop greater perspective on the course he teaches and can understand why certain economic topics are omitted from the ninth grade course.

In the eleventh grade there is a through study of comparative economic systems in the U.S.S.R., China, three western European countries, and India. Pupils test the theory about economic growth and other generalizations learned in the tenth grade, against data from these foreign cultures to find out if the theories and generalizations are culture-bound or if they apply equally well to other cultures.

THE FORMAT OF THE RESOURCE UNITS

The main part of each resource unit is set up in a double-page format to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. The objectives are found in the first column on the left-hand page. This column answers the questions: Why should we use this procedure or teach this content? What should be the focus of the procedure? The second column on the left-hand page presents an outline of content. This column answers the question: What topics should we teach? The first column on the right-hand page includes suggested teaching procedures. This column answers the question: How can we teach these objectives and this content? The final column on materials of instruction answers the question: With what materials can we teach these objectives and this content?

A key is used in the objectives column to make the type of objective stand out clearly. Generalizations are preceded by a G and are in

plain type. Skills are preceded by an S and are underlined. Attitudinal behaviors are preceded by an A and are in capital letters.

If no objective is found in the left-hand column for a particular procedure, the teacher should look at the last objective (s) listed in the column for a single procedure. An objective is not repeated until a different objective intervenes.

It should be noted that any one teaching procedure may help develop several generalizations, one or more skills, and one or more attitudes. Indeed, the most useful procedures are frequently those which help achieve several types of objectives.

By knowing what generalization (s) are listed for a particular procedure, the teacher can direct her handling of the procedure to appropriate ends. As stated earlier, however, she should not feel that children should learn a generalization as the result of this one procedure. The procedure should help lead to the development of the generalization but is rarely the only procedure aimed at accomplishing this end, even within the same unit.

If nothing is printed in the content column opposite a particular procedure, the teacher should look at the last content presented for an earlier procedure. It is not repeated for each new procedure.

The materials column does not include complete bibliographic data which can be found in the bibliography at the end of the main body of the unit. The bibliography frequently includes other books and materials which may be used in the unit but which are not so necessary as those listed in the body of the unit. Teachers are encouraged to add other materials as they are published or suitable materials which are in their school libraries but which are not listed in the bibliography.

ADAPTING RESOURCE UNITS TO SPECIFIC COURSES

The units provided by the Center are resource units. Naturally, teachers are expected and encouraged to add their own ideas for materials and teaching procedures. These units are intended to suggest possibilities, not to present a cut and-dried course.

Since these units are resource units, teachers are not expected to use all of the suggested procedures. Indeed, they could not do so in any one class. Rather, they should select and add procedures which are most suitable for each class. They should consider a number of factors as they make this selection:

1. The objectives which they wish to emphasize in the unit.

   Suppose the teacher discovers that pupils need more help on certain skills such as distinguishing between normative and non normative statements. If so, this skill might be added to later units in which it does not now appear as an objective. Or more exercises might be developed to help pupils develop this skill. Such exercises could be based upon current materials such as letters to editors, editorials, and current magazine articles.

2. The general ability level of the class.

   For example, in a class with largely low-ability pupils, the sections in the Poverty unit on some aspects of causation and government monetary policies might be omitted or modified considerably. On the other hand, the material on consumer economics in the unit on the Auto Industry might be expanded. The teacher might wish to adapt some of the readings to make them easier to read. Some of the readings now suggested for all might be used by part of the class. More audio-visual materials might also be used.

3. The different abilities and interests of class members.

   This criterion is particularly important in selecting individual and small group activities and reading materials.

4. Previous experiences of pupils in the class.

   The selection of objectives, content, procedures, and materials will depend in part upon: (a) previous experiences outside of school, including those resulting from pupils' socio-economic background and their work and travel experiences; and (b) earlier school experiences, including whether or not pupils have come through earlier courses in the Center's curriculum

It will make a difference, too, if some pupils have had the earlier Project courses and others have not. Procedures will have to be included to help those who have not had the other courses build the needed background while the rest of the class studies new materials.

5. The rest of the school curriculum, both in social studies and in other fields.

The teacher will need to consider questions such as the following:

(a) Will pupils study other courses from this Center's curriculum in later grade levels? If not, there should be more of an attempt to limit generalizations in this one course and even to include more content on economic growth or business fluctuations in the last unit.

(b) What are or have pupils studied about sampling procedures, correlations, or index numbers in math classes?

(c) What are or have pupils studied about the scientific method in science classes?

(d) Are any of the pupils also taking a general business, consumer education, or consumer math course in a different department?

(e) Does the school require that teachers of ninth grade social studies include material on driver training or vocational and school planning? If possible, any driver training should follow the unit on the Auto Industry and any vocational study should follow the unit on Poverty.

6. Materials available for the course.

Some procedures will have to be omitted if needed materials are not available or if other materials cannot be substituted. However, the teacher can attempt to obtain such materials for another year. The teacher should also begin to build a file of newspaper and magazine articles which have reference to the topics taught in units three, four, and five. Materials for these units need to be kept up-to-date. Moreover, the teacher will find new books appearing, especially on the topic of poverty in this country.

7. Current affairs.

Some of the suggested procedures can be adapted to take advantage of current affairs. For example, current issues related to urban poverty or government poverty programs should be included in the poverty unit. Content and procedures in the farm unit should be adjusted to take into account current farm problems, current action of farm organizations,

and government programs. Current issues related to auto safety should be included in the unit on the Auto Industry.

8. Factors in the community which might affect how the teacher can handle certain controversial issues or the kinds of resource people available.

9. The need for variety in procedures from one unit to the next, from one day to the next, and within any class hour.

As teachers adapt and add to units, they should keep in mind certain things about how the course has been developed. First, there is a flow to each unit. Certain things are placed first and other things later because of the need to develop certain concepts or present certain data before other ideas are presented. Before the arrangement of procedures or content is shifted, the teacher needs to analyze the concepts and data needed to teach each procedure in order to decide whether the shift is wise or, if it is made, what else needs to be shifted in order to provide the background needed for carrying out the procedure. Whatever the teacher does, he should develop a logical flow. A jumbled order which has no logical progression may interfere with the pupils' organization and development of ideas. Moreover, if many topics are treated superficially at one point early in the unit and then treated again later, pupils' interest needed to to motivate their study may be blunted. By all means the flow of the units should not be determined just by who happens to be ready with a report or panel discussion first. Nor is it wise to set up a series of reports to be presented one after another, with no variation in procedure or without any attempt to fit them into their proper place in the schedule of other procedures for developing topics.

The teacher will need, of course, to adapt the teaching unit from day to day to make sure that he provides variety of procedures within each day's lesson. Except in unusual cases, ninth grade pupils should not be expected to maintain a high interest level if they are asked to do the same thing for the entire class period. Although the resource units have been written to provide variety within the present order of procedures, the main responsibility for providing this variety must lie with the teacher. Since he will not use all of the procedures suggested in the resource units and since he will add others, he could end up with little variety from day to day or within one class hour. Moreover, he will get behind in his plans or shift his plans somewhat from day to day depending upon what happens in class. This does not mean that he must make marked changes in the flow of procedures. It does mean that even a teaching unit must be adjusted from day to day. Few teachers, if they are flexible enough to take into account pupil questions and interests, can build lesson plans for even one week without making

adjustments from day to day. These plans will fit into the overall unit, but the unit cannot be developed ahead of time merely as a set of lesson plans to be followed day after day. Consequently, small adjustments in the order of procedures may have to be made each day in order to provide variety in the lesson.

The teacher must keep in mind other questions as he decides which procedures to omit or which new procedures to add. First, has he kept at least some procedures to teach each of the objectives he has decided to try to develop? If not, can he add others to achieve these ends? Second, has he kept procedures to teach all of the content suggested? If not, does he think this content should be taught? If so, he must think of other ways of presenting it. At the present time there are a number of suggestions to teach most of the objectives and even a number to teach some of the same content. The content must also be cut if all of the procedures designed to teach it are omitted. This statement seems self-evident. However, sometimes teachers come to a certain point in a unit, with no plans to teach content they think important. They do the easiest thing at the last moment--lecture to cover it. An informal lecture may be used at times, as this guide makes clear on page four; however, other procedures might be better or the content itself might be cut in some classes.

As the teacher shifts activities around, he should also remember that each procedure is written to accomplish certain objectives. If an initiatory activity is shifted to a later point in a unit, it probably needs modifying to provide for greater analysis than is called for in a procedure designed to explore pupils' existing knowledge, skills, and attitudes, arouse their interest, relate the unit topic to previously-studied material, or develop an overview for the unit. Similarly, if later procedures are shifted to the introductory stage, they will need modification. Use of a film to introduce a unit will differ from its use during the developmental stage of a unit which will in turn differ from its use during the culminating stage of a unit. Its introductory use might be designed to raise questions or provide an overview. During the developmental stage, it might be used to provide data for thorough analysis of a specific topic or to help teach a skill or develop an attitude. During a culminating stage it might be used as a summary or even as a test device in which pupils are called upon to suggest limitations of the data or to compare its presentation with what they have already learned in the unit. Usually, the same film is not equally useful for all three purposes; however, some films could be used at any stage if the teacher adapts the procedure to the purpose.

These resource units are already voluminous. It is impossible to suggest all of the ways

in which one procedure might be varied or one material might be used. Naturally, pupils could prepare written reports rather than oral reports on certain topics. Or an oral report could be turned into a symposium, a panel discussion, or role-playing. Or pupils might present the same material through charts or bulletin board displays, through mock newspapers, through dittoed written reports, etc. The decision on which form to use must depend upon the teacher's assessment of how important it is for the entire class to obtain the information, upon the extent to which he has relied upon oral reports in the last unit, and upon his assessment of the relative effectiveness of using oral reports in a particular class. Of course written reports or other types of written materials can be dittoed for class use, and charts and bulletin board materials can be studied by the entire class. However, the teacher must decide whether or not the topic suggested for an oral presentation is important for the entire class or crucial to the unit before he decides whether or not and in what ways to modify the suggested procedure.

THE DEVELOPMENT OF THESE MATERIALS

The Curriculum Center at the University of Minnesota had as its major goal the development and try-out of a new curricular framework for grades K-12. The basic assumptions of the staff and the criteria for selecting topics are discussed in the Center's Background Paper # 1. A tentative curricular framework was used in developing a series of resource units and sample pupil materials at various levels where they were needed. No attempt was made to develop a complete set of materials for pupils. Rather, the aim was to try out the curriculum, using as many materials available from other sources as possible, and supplementing these materials with a few developed by the Center only where they were needed in order to teach the units. At some future date, members of the staff may work with publishers and audio-visual producers to develop more complete sets of materials. However, tryout of these materials has shown that the ninth grade course can be taught with materials currently available.

Drafts of units for preliminary tryout were prepared by Daniel Eckberg of the Hopkins, Minnesota Public Schools, Stuart Stockhaus, then on the staff at University of Minnesota High School and now social studies curriculum consultant at Robbinsdale, Minnesota; James Olson on the staff at University of Minnesota High School, and Professor Edith West. Background papers for two of the units were developed by Mr. Stockhaus and Professor Darrell Lewis, then a visiting staff member from Grinnell College in Iowa and now the executive director of the Minnesota Council on Economic Education. The simulation games were developed by Professor Leo Hurwicz of the Economics Department at the University of Minnesota with the help of Douglas Marvey, his

assistant, and Daniel Eckberg.

The course was tried out by one or more teachers in the following public schools of Minnesota: Robbinsdale, Richfield, and Golden Valley. The units were then revised by Mr. Stockhaus and Professor West, partly in consultation with Professor Lewis. The simulation games were revised by Mr. Stockhaus.

The Center's staff wishes to express its gratitude to all of those who helped to develop and try out the course materials. It owes special thanks to Daniel Eckberg who did so much of the original development of the course and Stuart Stockhaus who not only prepared one of the units but also worked with the teachers trying out the course the first year and then did much of the revision on the course. The staff also wishes to thank the following teachers who served as Project Associates during the first year of tryout and who provided many valuable suggestions for changes and additions: Mr. Loren Gelle of the Golden Valley Public Schools, Mr. Carroll Waller and Mr. William Opitz of the Richfield Public Schools, and Mrs. Miriam Kelley and Mr. Earle Anderson of the Robbinsdale Public Schools. The Center's staff is indeed grateful to all of these people who have contributed so much to the development of the course. The staff welcomes additional suggestions from teachers who use the course in the future.

SEQUENTIAL DEVELOPMENT OF SKILLS

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
ATTACKS PROBLEMS IN A RATIONAL MANNER.						
*1. Is alert to incongruities, recognizes problems, and is concerned about them.					X	
*2. Defines problems by isolating basic issues, defining terms, identifying assumptions and values involved, and determining sub-problems which must be investigated.					X	
*a. Identifies value-conflicts.			X	X	X	
*b. Defines problems by isolating the basic issue.	X		X			
*c. Identifies basic assumptions.						X
i) Identifies cultural assumptions.						X
*d. Defines terms.						X
e. Identifies factual questions which need to be answered in debates over courses of action involving value-conflicts.			X	X		
+3. Sets up hypotheses and/or alternative courses of action.	X	X	X	X	X	X
*a. Deduces possible consequences or if-then statements from hypotheses.	X		X			
*b. Refines hypotheses by defining terms.						X
*c. Sets up experiments or figures out some other appropriate technique for testing his hypotheses.	X					
*1) Figures out appropriate techniques or ways for testing hypotheses.			X		X	X
*d. Considers possible consequences of alternative courses of action.					X	
LOCATES INFORMATION.						
+. Chooses appropriate reference books and sources to locate information.		X				X
+a. Uses yearbooks and specialized statistical references.	X		X		X	

* Introduced in earlier course.
\+ Taught in part in earlier course.
\# Taught but not listed as an objcetive in an earlier course.

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*2. Uses card catalogue to locate books on a topic.		X				
*3. Uses Reader's Guide to locate information.				X		X
*4. Locates information by using the index in books.						X
GATHERS INFORMATION.						
+1. Uses sub-questions or deduced consequents of hypotheses to guide him in collecting relevant data.			X		X	
*2. Interprets tables, graphs, and charts.		X	Graphs			
*a. Draws inferences from tables, graphs, and charts.	X			Tables Graphs	Tables Graphs	Charts Graphs
*3. Gains information through interviews and field trips.		X			Interviews	
*4. Gains information by studying pictures, films, realia, and things seen around him.		X				
+ 5. Increases accuracy of observations through the use of scales, indexes, and questionnaires.				Index Numbers	X	
*6. Uses simple sampling techniques.					X	
+7. Uses models to make sense out of complex data and to help analyze data.		X		X	X	
*8. Reads for main ideas.						X
*9. Reads for details.				X		
*10. Gains information from listening.					X	
*a. Gains information by listening for main ideas, details, and to evaluate what is said.			X			
*1) Listens for main ideas.					X	X
*b. Takes effective notes on oral presentations.			X			
*1) Takes effective notes on structured speeches.					X	

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*2) Adjusts type of note-taking to type of oral presentation.			X			
11. Uses a variety of sources of information.		X				
EVALUATES INFORMATION AND SOURCES OF INFORMATION.						
*1. Distinguishes between relevant and irrelevant information such as persuasion devices.				X	X	
*a. Detects persuasion devices.				X		
*2. Checks on the bias of authors (or on values held which might affect his statements) or other sources of information.			X		X	
*3. Recognizes differences in the difficulty of proving statements.			X			
a. Differentiates between descriptive, causal, predictive and normative questions and between inferences and value judgements.	X		X			
*b. Distinguishes between facts, inferences, estimates and value judgements.			X			
*4. Identifies and examines assumptions to decide whether he can accept them.	X		X		X	X
*5. Checks on completeness of data and is wary of generalizations based on insufficient evidence.	X		X	X	X	X
*6. Detects inconsistencies.			X	X		
USES EFFECTIVE GEOGRAPHIC SKILLS.						
1. Uses maps to organize and illustrate data.						X
*a. Uses maps to depict information in order to identify patterns in data.						X
*2. Draws inferences from maps.						X
*a. Draws inferences from a comparison of different map patterns of the same area.						X
ORGANIZES AND ANALYZES INFORMATION AND DRAWS CONCLUSIONS.						
*1. Identifies differences in data.				X		X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*2. Identifies similarities in data.						X
*3. Classifies or categorizes data.	X		X			X
*4. Applies previously-learned concepts and generalizations.			X	X		X
5. Draws inferences from data.			X	X		X
*6. Uses simple mathematical and statistical devices to analyze data.	X		X	X		
*7. Develops charts and graphs to clarify data and ideas or to aid in the analysis of data.			X			X
*8. Tests, refines, and eliminates hypotheses and works out new ones where necessary.	X				X	X
*a. Tests hypotheses against data.			X	X	X	X
*9. Generalizes from data.			X	X		X
*a. Revises generalizations in the light of new data.						X
10. Checks back over reasoning against basic principles of logic and looks for inconsistencies, limitations of data, and irrelevancies.		X	X			
*11. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists agruments for and against such proposals, and selects course of action most likely to achieve goals.			X		X	
*a. Considers possible consequences of alternative courses of action.	X		X	X		X
WORKS WELL WITH OTHERS.						
*1. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.			X		X	
*2. Helps create and preserve an atmosphere in which all members of the group feel secure and anxious to participate.			X			

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
a. Is considerate of other people's feelings.			X			
b. Criticizes ideas, not personalities, and does so tactfully.			X			
c. Respects the rights and opinions of others.			X			
*3. During discussions, keeps to the point, helps move the discussion along, and searches for points of agreement.			X			
USES EFFECTIVE COMMUNICATION SKILLS.						
*1. Makes effective group oral presentations.			X			
*2. Presents effective oral reports.			X			

SEQUENTIAL DEVELOPMENT OF ATTITUDINAL BEHAVIORS

	Affluent Society	American Economy	Farm Problems	Auto Industry	Poverty	Middle East
*1. Is curious about social data and human behavior and wishes to read and study further in the social sciences.	X	X	X	X	X	X
*2. Is sceptical of "conventional truths" and demands that widely-held and popular notions be judged in accordance with standards of empirical validation.	X	X			X	
*3. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.	X			X		X
*4. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations. Values independent thought.	X				X	
*5. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in the process of making decisions about problems which demand action.	X		X		X	
*a. Searches for evidence to disprove hypotheses, not just to prove them.	X					X
*b. Respects evidence even when it contradicts prejudices and preconceptions.						X
*6. Evaluates information and sources of information before accepting evidence and generalizations.					X	
*7. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.	X				X	
*8. Respects the scientific method and rational thought as applied to social as well as to natural data.			X			

	Affluent Society	American Economy	Farm Problems	Auto Industry	Poverty	Middle East
*9. Is alert to incongruities, recognizes problems, and is concerned about them.					X	
*10. Is sceptical of single-factor causation in the social sciences.			X		X	X
*11. Is sceptical of panaceas.			X		X	X
*12. Believes in the possibilities of improving social conditions.					X	
*13. Evaluates proposals and actions in part on the basis of their effects upon individuals as human beings.			X		X	
*14. Believes in equality of opportunity for all.					X	
*15. Feels a sense of responsibility for keeping informed about current problems.			X			X
*16. Values initiative and hard work, but does not scorn those who lack ability or cannot find jobs.					X	

SEQUENTIAL DEVELOPMENT OF GENERALIZATIONS

	Affluent Societ	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
1. Economics focuses upon problems related to the production and distribution of goods and services and thus deals with problems of great importance in the lives of people in any society.	X					
*2. Every society faces scarcity or a lack of enough productive resources to satisfy all human wants.	X					X
*a. Economic wants of people seem never to be satisfied, since many goods and services must be replenished constantly as they are used up, since population is expanding, and since new inventions create new wants.					X	
#b. If resources are used to satisfy one want, they cannot be used to satisfy another.	X		X			
1) Misallocation of resources costs consumers what they could otherwise have had. The alternative cost of unemployed resources is what could have been produced if existing resources had been put to work. That is, the alternative cost is a lag in or drop in G.N.P.	X				X	
2) The alternative cost of producing more of something than consumers wish to consume is the failure to produce as much of some other products or services which consumers do wish to con-			X			

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
sume now or in the future (e.g. perhaps exhaustion of resources for future use).						
3. Production satisfies human wants by converting resources into goods and services which people desire. People who perform services for which others are willing to pay are producing, just as are those who are making goods for which people are willing to pay.	X					
*4. Certain basic economic questions related to allocation are resolved in some fashion in every society, although perhaps in no other way than by tradition. These questions are: (1) What and how much of each good and service shall be produced? (2) How much shall be produced in total? (3) How shall these goods and services be produced? (4) How shall these goods and services be distributed among the population?	X 1,3,4	X 1,3,4	X 1,3,4			X 1-4
*5. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them.	X	X	X			X
a. In all societies people have certain economic goals, although these goals may differ.					X	
b. People frequently use their governments to help achieve their economic goals.					X	
c. People's ideas of what constitutes an "adequate" level of living on the one hand and "poverty" on the other change as average living levels change and differ from one country to another.	X				X	

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*d. Pecple generally would like to see their economic systems provide both economic growth (and so higher levels of living) and stability (and so economic security).					X	
*e. People differ in the degree to which they desire economic justice or a reduction in inequalities of economic opportunity or income.			X		X	
f. Economic goals may not be compatible.			X			
6. People tend to work hardest at those jobs for which they receive the greatest incentives (monetary and non-monetary).		X				X
*a. In general people wish to sell their labor, land, or capital for the highest incomes possible in order to obtain the largest amount of desired goods and services possible.		X				
1) In general business firms try to maximize profits.		X				
+b. The incentive to achieve the largest income possible is modified by other incentives such as a desire for security, a desire to remain in a certain section of a country, a desire for certain kinds of working conditions, a desire for more leisure, occupational preferences, a desire for prestige, etc.		X	X		X	
7. Levels of living are affected by the amount of goods and services which money incomes can buy, not just by changes in money incomes which may be offset by changes in prices.			X		X	
a. People on fixed incomes can buy more with their money in periods of low prices and less in periods of inflation.					X	

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
8. Purchasing costly items on credit raises the cost to the consumer and frequently proves more profitable than cash sales to the seller.				X		
9. People buy insurance to reduce the risk to themselves; the risks are spread among many people.				X		
+10. It is difficult to compare real wages between countries and over time within one country because of differences in the importance of different types of goods for consumers, because of differences in the quality of goods, because of difficulties of assessing the comparative purchasing power of different monetary systems or the same system over time, because of variations in living levels among different groups in each country, etc. and because of differences in the amount of socialized benefits provided in different countries or eras.	X				X	
+11. Living levels in the U.S. are very high compared to those in most countries; nevertheless, a large number of people still live in poverty by present-day American standards of what is needed for an adequate level of living.					X	1st part
a. Living levels in the U.S. have been rising rapidly, although at an uneven pace.					X	
b. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. Productive goods and services are divided unequally among the population.			X		X	
1) Even during prosperous time there will be some structural unemployment					X	

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
among those changing jobs; those without any skills are made obsolete by technological changes. There may also be some unemployment among certain groups because of discrimination.						
12. Poverty and unemployment have both material and psychological effects upon people; these effects may help keep them in continued poverty.					X	
+13. In the long run, a rise in real wages will be achieved only by a rise in labor productivity.				X		
14. Living levels do not rise unless output of production grows at a faster rate than population.	X					X
a. Changes in birth and death rates may have important effects on a society.						X
15. In an agricultural economy the rate of food production must increase as rapidly as the population if a given level of living is to be maintained.						X
*16. At any specific time, economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.			X			X
*a. Output is affected by the quality as well as the quantity of natural resources (land); quality is affected by access as well as by fertility, richness, etc.			X		X	
*b. Output is affected by the quality and the quantity of labor.			X			
1) The quality of labor is usually increased by education and training.					X	

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*c. New inventions open up whole new fields of production or substitutes for natural resources.				X	X	
*d. Output can be increased by technological progress in the development of tools and machines and power to replace manpower.					X	X
*1) New technological developments bring improved efficiency to tools and machines and increased labor productivity.			X	X	X	
2) Investment in technological research and development may lead to higher levels of technology and so to greater productivity.			X	X		
*e. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.						X
1) Most businesses in mature economies depend more upon corporate savings for new investment than upon investment from outside the business.				X		
2) The larger the productive capacity in relationship to the population, the less hardship involved to consumers in making the savings (and investments) needed to achieve a given growth rate.						X
*f. Output can be increased by a more efficient combination of productive resources (by the way which production is organized).				X		
1) The most efficient combination of resources is the one which produces the largest output given the same cost or value of resource input.				X		

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*2) Division of labor and specialization can increase a person's output.				X		
*a) Mass production, with its greater specialization and substitution of capital goods for labor, permits reduction of costs.				X		
b) Mass production needs a mass market with mass consumers, as well as standardization of products and parts and a high proportion of capital goods.				X		
*c) Mass production permits reduction in costs, but it is dependent upon a big enough market to make it profitable.				X		
3) Up to a certain degree, large-scale production is likely to lead to reduced costs by spreading fixed costs over a larger output of goods and by increasing productivity of labor.				X		
4) When more of one productive resource is combined with a fixed amount of another, under any given state of technology, the output per unit of the first will eventually diminish.		X				
*17. Prices are affected by changes in supply and demand and price changes affect supply and demand.		X		X		
+a. It is demand, backed by the ability and willingness to pay for goods at specific prices which affects the market; people's wants do not affect the market unless they are turned into effective demand.			X			

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
b. Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.		X	X			
1) If purchasing power increases without some corresponding increase of available materials, there is an upward pressure on prices; if it falls without an equal decline in available materials, there is a downward pressure on prices.					X	
2) If producers are unorganized, harder work by each one may lead to greater production, a fall in prices, and so less income for each one.			X			
+c. Other things being equal (in a competitive market), the higher the price of a good, the larger the quantity which will become available for sale; the lower the price, the smaller the quantity which will become available for sale. However, there may be a time lag before producers increase or decrease production.		X	X			
1) If total spending by consumers, business, government, and foreign countries (aggregate demand) does not equal total production, business will cut back on production and employment.					X	
* d. Other things being equal (in a competitive market), the lower the price, the greater the demand usually is; the higher the price, the less the demand usually is.		X	X			

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
1) The quantity of a specific product or service which will be demanded at a specific price depends upon: (a) consumer desires, (b) availability of alternative goods and services, (c) the prices of alternative goods and services, (d) the amount of money consumers have and are willing to spend.			X		X	
2) When the demand for a good is inelastic, a relatively large decline in the price of the product brings about only a small increase in the consumption of the product.			X			
3) The elasticity of the demand for goods varies; for some essential goods, the demand does not differ much regardless of the price.			X	X		
4) People with higher incomes tend to spend a smaller percent of their income on food than do people with lower incomes.			X			
18. The American economy is made up basically of three major components: householders (who both consume goods and services and supply productive services), business firms (which hire productive services from householders and pay out income to them), and government (which buys goods and productive services, pays out income and modifies the flow of income through a variety of policies). How each component acts in our system depends largely upon economic incentives.		X				

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*19. The circular flow of income in a private enterprise system can be broken down into three general types of flows: between business and the public, between the government and the public (including business), and between savers and investors.		X			X	
*a. Business buys productive resources (labor, capital, and natural resources) from the public and pays them wages, interest and rent which the public uses to buy goods and services from business.		X				
*b. The public pays taxes to government and the government provides services to the public and also buys productive resources from the public.		X				
*c. Many people save part of their income by putting it in banks which lend the money to business which in turn pays interest and eventually repays the loan.		X				
20. In a private enterprise system, it is the market which permits buyers and sellers to deal with one another, which translates demand and supply into a price system, and which is chiefly responsible for the way in which the basic economic questions are worked out. The market serves to determine largely what shall be produced, how much shall be produced, how it shall be produced, and who shall get what part of the production. However, government policies and factors which interfere with perfect competition also affect the allocation of resources.		X				
a. In a private enterprise system, it is the market which determines largely what shall be produced and how much shall be produced.			X			

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*1) The market is the chief allocating device for scarce productive resources. It determines largely how things shall be produced, and who shall get what part of the production.		X				
b. In a private enterprise system, allocation of resources to different kinds of production is achieved largely by changing patterns of consumer demands and by responses of producers who wish to make a profit.				X	X	
*c. Competition among producers determines how things will be produced in a private enterprise economy, since each producer will try to arrive at the most efficient use of productive resources in order to compete with others and make the greatest profits possible.		X			X	
d. In the long run in a private enterprise economy, the quantity of a specific product which is produced depends upon the difference between the cost of production and selling prices (and so the market). Producers tend to produce those goods on which they make the greatest profits. The profit motive not only encourages producers to produce, but it provides the incentive for the production of specific kinds of goods and services rather than others, thus shifting production in terms of change in consumer demands.					X	

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
21. Competition exists where there are a number of sellers of a product or service and no single seller can dominate or control the market price. However, price competition is not the only form which competition takes.		X		X		
a. When there is a monopoly or such a concentration of production in the hands of a few firms that these firms can dominate prices, competition is reduced and supply may be restricted in lieu of cutting prices.				X		
b. Competition is affected by the end of entry of new competitors into a field.				X		
c. Competition does not always lead to lower prices; it may actually lead to monopolistic practices and higher prices.		X				
d. In a competitive system, many of the producers and consumers do not have a perfect knowledge of prices and quality of goods and methods used by others to produce goods; consequently, the market system does not always work out in practice as described in theory.		X		X		
e. Collective bargaining by labor unions may help restore competition at times, or it may hurt competition.		X		X		
*f. Firms may compete with each other by cutting prices.				X		
*g. Firms may compete with each other by introducing substitute products which will be more attractive to consumers or cheaper.				X		
*h. Firms may compete with each other by trying to improve the quality of their product or by product differentiation.				X		

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
* i. Firms may compete with each other by heavy advertising to make their products better known and so increase the demand for them rather than for competing products.				X		
22. Adjustment of supply to demand is hampered by factors which decrease mobility of productive resources.			X		X	
a. Wage laws and minimum age laws make it difficult to adjust wage rates to changes in supply and demand for labor.		X			X	
b. People's attitudes toward where they live reduce labor mobility.			X		X	
c. Increasing specialization and diversity of skills needed for different jobs reduces labor mobility.			X		X	
d. Artificial payments to increase income over and above that which labor or producer could receive in the competitive market tends to reduce mobility of labor and producers.			X			
23. Barter is inefficient; the development of a monetary system promotes exchange and so a division of labor and greater productivity.		X				
a. Unless goods can be exchanged easily, people must remain fairly self-sufficient. Money promotes exchange and so specialization and division of labor and the higher productivity which accompanies such division of labor.		X				
+1) Money makes exchange easier than barter does, since many objects which people might want to trade are not of		X				

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
equal value, do not last well, cannot be divided, or are hard to transport. Money serves as a medium of exchange, as a measure of value, and as a storer of value, and is divisible.						
b. Demand deposits or checkbook money make up the largest part of the U.S. money supply.		X				
c. Money is wanted for what it can buy; paper money has no value in and of itself.		X				
24. Governments affect business activity.				X	X	
a. Government policies can either help reduce or exaggerate fluctuations in business activity and so unemployment.					X	
1) Government expenditures act just like consumer expenditures to affect allocation of resources to the production of different goods and services and to affect the total amount produced.			X		X	
a) Government spending on goods and services and for transfer payments (pensions, social security, welfare) may make up for a lack of demand by the private sector.					X	
2) A reduction in tax rates when productive resources are not fully used, increases money available for consumption (disposable income) in the private sector and may lead to higher production and employment and not much or any loss in tax revenues.					X	
3) Government monetary policies can be used to influence lending, the amount of money in circulation, and so aggregate demand for goods.					X	

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
a) Raising or lowering interest rates tends to affect borrowing from banks and so the amount of money in circulation.					X	
b. Government policies may tend to reduce or increase pressure toward concentration of industry or monopolistic tendencies.				X		
25. Industries sometimes involve third party costs which the industry does not pay. Such costs sometimes lead to government regulation or expenditures.				X		
+26. The money incomes people receive, whether in the form of wages, interest, rent, or profits, is the chief determiner of their share of the national output. However, general socialized benefits (shared by all) and transfer payments by government for welfare purposes add goods and services to the money incomes.			1st sentence only		X	
a. Any group which faces declining income for whatever reason (such as declining prices for their products, declining wages, etc.) will face reduced levels of living if the prices of things they buy remain the same or increase.					X	
+27. Government policies affect the allocation of goods and services among the population.					X	
+a. Government spending affects the distribution of goods and services.						X
+b. By its taxation policies, governments influence who shall get what proportion of certain kinds of output of the economic system.						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
28. Economic systems differ as to how questions are resolved about what and how much to produce, how it shall be produced, and who shall get what goods and services.						X
*a. Economic systems are usually mixed.						X
*1) The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made rather than in who owns the resources.						X
+2) Many economic systems are affected heavily by tradition and reciprocal relationships which have grown up in the past. In all systems, reciprocal relationships are combined with a market system or a command system or both.						X
29. Economists have worked out a number of statistical measures to help them analyze and compare living levels and economic production.	X					
a. Index numbers make it easier to compare prices, etc. over a period of years.	X					
b. National income statistics make it easier to compare output and living levels over a period of years and from one country to another.	X					
30. Economic models simplify the economy to make it easier to understand.		X				
31. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.					X	

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*32. People join their power with others in order to agglomerate their power.		X	X			
*a. The interest group attempts to bring aggregates of influence to bear on decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of decision-makers.			X			
*1) The effectiveness of interest groups may depend on the degree of internal cohesion they can maintain within the organization and on the human and material resources they can mobilize.			X			
b. Laborers may join together in labor unions to agglomerate their power.				X		
+c. As compared with individual enterprises and partnerships, corporations make possible both a larger investment in capital goods (with an accompanying mass production and lower costs) and a control of this investment with a much smaller amount of money than the capital goods are worth.				X		
1) Corporations make possible a larger investment in capital goods than do most individual enterprises and partnerships since shares of stock can be sold to many people.				X		
2) A few large stockholders can control a corporation with a relatively small investment of money as compared to the capital goods owned by the corporation.				X		

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
3) Holding companies permit a few individuals to pyramid their control over a number of other corporations with just a small amount of money as compared to the total worth of all of the companies.				X	9	
*33. Decision-making is affected by a number of factors.						X
*a. Any decision is, in part, the product of the internalized values, the perceptions, and the experiences of the persons making the decision.			X			X
*b. Every decision-maker is dependent on advice, knowledge, information, political intelligence, and as a result, those advisors who can provide them have an important base for exerting power and influence on the official.						X
*c. The decision-maker reacts to pressures from other decision-makers as well as from the outside.			X			X
d. Decision-makers react to public opinion, but in differing degrees, depending upon the political institutions.						X
*e. The institutions of government (informal as well as formal) constitute the arenas or the structure within which the authoriative decisions of the political process are made. They thus influence those decisions. (Informal institutions include traditional norms.)						X
*1) They limit access to decision-makers.						X
*2) They set the procedures of decision-making.						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*3) They set the powers of the decision-makers.						X
*4) They set the boundaries and dimensions of the political playing field and fix the rules of the game played in it.						X
*f. Executive decisions are limited by many factors: permissability, available resources, available time, available information, and previous commitments.						X
g. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships among countries, expectations about how other nations will act, and domestic problems at home.						X
* h. A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.						X
#34. Every legislature is directly a product of the electoral and constituency system which produces it; the composition and loyalties of the members affect access of different groups in society to the legislative body.						X
*35. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society, on the government structure, and on the electoral system.						X
*36. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.						X
+37. Political scientists have long assumed that there are social conditions which a society						X

	Affluent Society	Am. Economy	Farm Problem	Auto Industry	Poverty	Middle East
must meet before it can "make a go" of Democracy; they hardly agree on what they are, but most suggest common values, a communication system, a stable society, and a minimum economic well-being.						
+38. Democracy does not bear up well in societies in which basic dissatisfactions with the social institutions prevail and become the focus of political competition.						X
*39. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.						X
*40. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.						X
#a. The democratic system includes the following values: respect for individuals and for individual freedom, belief in rationality, equality, justice, rule by law, and constitutionalism.						X
#1) There is a difference in value assumption about the individual, his worth and competence.						X
*41. Political power is unevenly distributed through a population.						X
* a. Political power is affected by access to political decision-makers; groups differ in the degree of access they have with congressmen.			X			

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*42. Political activity, by which the individual seeks his goals and interests through the political system, takes any number of forms, depending on the nature of the system, and varies greatly in incidence.						X
*43. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people. (One may know nothing of the political system and so may be forced to take all of his political cues from a political leader or organization; or he may be knowledgable about the political system.)						X
a. Control of political communication is effective control of political behavior.						X
*44. Constitutions change by formal amendment and by changes in custom and interpretation.						X
45. It is unlikely that one could find many genuine autocracies (rule by one) in complex modern government; they are very likely really oligarchies. The scope of government and the variety of clienteles demand a variety of skills that one man does not possess.						X
46. Recent oligarchies have been often symbolized and epitomized by the political leader. Instead of demanding the full and total loyalty to the abstraction of the state, the regime personalizes the loyalty in the leader.						X
47. In contemporary oligarchies the political party becomes the instrument by which the few govern in the name of the many.						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
48. Since democracy is the chief political expectation of the times, oligarchy has had to accept the symbols and forms of democracy, if not its substance.						X
a. Oligarchies maintain themselves within the forms of democracy by control of resources, information, attention, and expertise.						X
49. One-party systems tend to develop a competitiveness within the dominant party, but this factional competitiveness lacks the stability and predictability of inter-party competition.						X
*50. Although culture is always changing, certain parts or elements may persist over long periods of time.						X
*a. People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture. (People do not change their culture unless they feel a need for change.)						X
*1) Culture traits may change or spread as a result of diffusion.				X		X
*a) Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.						X
*b) People who are in contact with each other are likely to borrow cultural traits from each other.						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*2) Culture traits may change as a result of innovation from within.						X
3) Change in a society is likely to occur more frequently or more readily in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.						X
*b. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.				X		X
*1) All of the institutions in a society are interrelated; because of this interrelationship, a change in one institution is likely to affect other institutions.						X
+a) Changes in the family are reflected in other institutions, and changes in other institutions are reflected in the family.						X
2) Technological change may create serious problems in a society.						X
*c. Persistence of cultural traits may result from a lack of conditions which further change.						X
*d. The more a social change threatens or appears to threaten the traditional values of a society, the greater the resistance to that change.						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*e. Some values are conducive to change; some make change difficult.						X
1) Cultural change is more likely to occur in societies in which people believe that a high degree of mastery over nature and social conditions is possible.						X
*g. People usually do not discard a cultural trait completely; they are more likely to modify it to fit new situations.						X
*1) Even when a major reorganization of society takes place, not all culture is completely modified.						X
+h. To be successful, a person who tries to introduce technological change into a country must analyze many factors before selecting techniques to be used. Securing participation by the people in all phases of the innovation process gives people a chance to develop a feeling of need for it and enables them to work out adjustments in their own way.						X
*51. In political conflict there is a struggle over scarce values or goals. Each side tries to use the political system to obtain its goal.						X
a. Conflicts in which people feel that they are fighting for ideals are likely to be fiercer than those which involve only personal reasons. Religious conflict is likely to be fierce and to aim at the complete annihilation or conversion of the enemy.						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*b. Struggle may bring together otherwise unrelated persons and groups. Coalitions and temporary associations may result from conflicts where pragmatic interests of the participants are involved.						X
*c. Conflict with another group leads to the mobilization of the energies of group members and hence to increased cohesion of the group.						X
*1) Conflict serves to establish and maintain the identity and boundary lines of societies and groups.						X
*d. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.						X
*e. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.						X
*52. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people (e.g. parents) or people are frustrated by events beyond their control or the control of the people whom they know, the aggression may be turned against others who become scapegoats.						X
*53. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*54. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.						X
*a. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.						X
*55. The structure of the family varies from society to society and even within the same society.						X
*a. Although age and sex are principles used in all societies to differentiate status and role within the family, the specific roles differentiated by these principles are organized very differently from society to society.						X
+ 56. Families in different cultures have different functions. Family functions may vary over time and from group to group within a society.						X
*57. An individual or group brought up in one culture and thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.						X
*58. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural norms and values.						X
*59. Whenever things valued by a society are scarce, there will be differentiated access to and control of those scarce and valued things by sub-groups within the society.						X

	Affluent Society	Am. Economy	Farm Problem	Auto Industry	Poverty	Middle East
a. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis upon each.						X
*60. Ideologies are important for the structure they give to a social system, the answers they give to ambiguous situations, and the cues for responses they suggest.						X
a. Ideologies affect people's perceptions of the facts.						X
*b. A person's frame of reference affects his perceptions and interpretations.						X
*61. A given culture is an integrated whole, based on fundamental postulates or values.						X
a. The basic values and organization of a society both affect and are affected by the religious values and organization.						X
*62. The international system may be looked at as a series of power relationships.						X
+a. There are many sources or bases of national power in dealing with other nations.						X
*1) Military capacity is an important factor in the development of national power but not the only one.						X
*2) Differences in population, resources, and industrial capacity are reflected in differences in national power; that is to say, they are important bases or components of national power.						X
3) Nationalism leads to a high degree of intense support within the country for the goals and means or instruments a nation chooses to use to achieve goals in international affairs.						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*b. Nations may pool their power behind common goals in varying systems of alliances and combinations.						X
+63. The world is a community of interdependent countries. (Important happenings in one part of the world affect other parts.)						X
*a. War seems to be the result of multiple, interrelated causes.						X
b. Imperialism and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas from other countries, it helps give rise to feelings of nationalism.						X
*64. Temperature is affected by such factors as distance from the equator, elevation, distance from warm water bodies, prevailing winds, and physical features which block winds from certain directions.						X
*65. Precipitation is affected by factors such as distance from warm water bodies, wind direction, temperature, ocean currents, and physical features which force winds to rise.						X
*66. Vegetation is affected by temperature, precipitation, and soil.						X
*67. Soil in a particular place is affected by the type of basic rock in the region; the climate; vegetation; erosion; wind and rivers which move soil; and by how man treats the soil.						X
*68. Nature changes the face of the earth through biotic and physical processes.						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*69. Phenomena are distributed unevenly over the earth's surface, resulting in great diversity or variability from one place to another.						X
*a. Population is distributed unevenly over the earth's surface; many of the land areas are thinly populated.						X
1) Overpopulation represents a lack of balance between available income and population. The concept is relative and is defined by the value patterns and expectations of a particular culture. The starvation of a large proportion of the society amounts to absolute overpopulation.						X
*b. Unevenly distributed phenomena form distinctive patterns on the map.						X
70. Changes in birth and death rates may have important effects on a society.						X
*71. A region is an area of one or more homogeneous features. The core area is highly homogeneous, but there are transitional zones where boundaries are drawn between different regions.						X
*a. Regions are delimited on may different bases, depending upon the purpose of the study. Some are delimited on the basis of a single phenomenon, some on the basis of multiple phenomena, and some on the basis of functional relationships.						X
*72. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
a. Societies inhabiting similar areas tend to have similar environmental problems. However, the solution to those problems will depend upon the cultural perceptions of the various peoples, as well as upon the environmental situation.						X
*b. The significance of location depends upon cultural developments both within and outside of a country.						X
*c. Political boundaries are man-made and frequently do not follow any natural physical boundaries.						X
*d. Man changes the character of the earth; irrigation makes it possible to grow crops on land which otherwise would be too dry.						X
*e. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology, as well as upon climate, soils, and topography.						X
*f. The topography of a region may present limitations given a specific level of technology.						X
*g. A number of factors--climate, surface features, natural resources, accessibility, history, and culture affect settlement patterns.						X
*1) Moist areas tend to have a higher population density than dry areas. However, population distribution reflects ma.. s values and his technology as well as physical features of an area.						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
*2) Men carry on more activities on plains than in hills and more in hills than in mountains except in the low latitudes.						X
3) A country with a large population and a limited amount of fertile land will have extremely high population densities on fertile land.						X
4) Given cultural assumptions in which a large proportion of the population is engaged in agriculture, the population distribution will be related to the distribution of usable agricultural land.						X
*73. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.					X	
*a. Differing crops need differing amounts of rainfall and differing temperatures.						X
*1) The amount of moisture needed for vegetation and crops is affected by the time of year when the area receives most of its moisture and by the temperature of the area.						X
*a) The time of year when an area receives its precipitation is important to agriculture. If it comes during the growing season, it makes it easier to grow crops.						X
*b) The land in hot regions dries fast as the warm air picks up moisture; therefore, more rain						X

	Affluent Society	Am. Economy	Farm Problems	Auto Industry	Poverty	Middle East
is needed to grow crops in these regions than in regions which are not so moist.						
*74. Specialization of individuals, businesses, regions and countries makes for interdependence.				X	X	
*a. Specialization of businesses makes for interdependence.				X		
b. Companies sometimes diversify their products to provide for greater security against risks of a drop in profits from one product.				X		

SEQUENTIAL DEVELOPMENT OF CONCEPTS

	Affluent Society	American Economy	Farm Problems	Auto Industry	Poverty	Middle East
1. Economics	X					
2. Economic wants	X					
a. Economic needs	X					
3. Production	X	X	X	X	X	X
4. Productive resources	X		X	X		X
a. Land or natural resources	X		X	X		X
b. Labor			X	X		X
c. Capital						X
d. Mobility of resources			X		X	
5. Scarcity	X			X	X	X
a. Alternative costs	X		X	X		
6. Exchange	X	X				

	Affluent Society	American Economy	Farm Problems	Auto Industry	Poverty	Middle East
a. Trade		X	X			X
b. Money		X				
7. Circular flow of income		X			X	
a. Firm		X		X		
1) individual enterprise		X		X		
2) partnership				X		
3) Corporation				X		
a) stock				X		
b) holding company				X		
b. Consumer or householder	X	X	X	X	X	X
c. Financial institutions		X				
1) Bank		X				

	Affluent Society	American Economy	Farm Problems	Auto Industry	Poverty	Middle East
2) Credit		X		X		
3) Insurance				X		
d. Government	X		X	X	X	X
1) fiscal policies					X	X
a) taxation					X	X
b) spending					X	
(1) socialized benefits					X	
(2) Transfer payments					X	
(3) Subsidies			X			
c) Monetary policies					X	

	Affluent Society	American Economy	Farm Problems	Auto Industry	Poverty	Middle East
8. Living levels	X				X	X
a. Standard of living	X				X	X
b. Affluence	X					
c. Poverty					X	X
1) Underdeveloped country						X
9. Employment		X				
a. Unemployment		X			X	
1) Structural					X	
10. Distribution			X		X	
a. Money income	X		X		X	
b. Real income	X		X	X	X	
c. Wages		X			X	
d. Interest	X		X		X	

	Affluent Society	American Economy	Farm Problems	Auto Industry	Poverty	Middle East
1) Interest rates				X	X	
e. Rent			X			
f. Profits		X	X	X	X	X
II. Economic goals	X		X	X	X	X
a. Economic growth	X				X	X
b. Economic stability					X	
c. Economic security					X	
d. Economic justice	X				X	
12. Incentives			X		X	X
13. Output			X	X	X	X
a. Gross National Product	X				X	X

	Affluent Society	American Economy	Farm Problems	Auto Industry	Poverty	Middle East
b. Technology				X		X
1) research				X		
2) productivity			X	X		X
c. Investment						
1) Capital goods and capital formation	X		X	X		X
2) Savings				X		X
d. Organizational structure			X	X		X
1) Efficiency			X	X		X
2) Division of labor			X	X		
a) Specialization			X	X	X	

	Affluent Society	American Economy	Farm Problems	Auto Industry	Poverty	Middle East
(1) Economic interdependence				X	X	
b) Mass production				X		
(1) Standardization of parts				X		
c) Diversification				X		
d) Law of diminishing returns		X				
14. Business fluctuations and business cycles					X	
a. Prosperity					X	
b. Inflation					X	
15. Allocation	X	X	X	X	X	X
a. Economic system	X		X	X		X

	Affluent Society	American Economy	Farm Problems	Industry	Poverty	Near East
1) command system	X					X
2) private enterprise system			X		X	
a) market system	X	X	X	X	X	X
(1) Prices		X	X	X	X	
(a) supply		X	X	X		
(b) demand		X	X	X	X	
(i) elasticity			X	X		
(ii) disposable income					X	
(iii) purchasing power					X	
(iv) aggregate demand					X	
(2) Competition		X	X	X	X	
(a) Costs		X		X		
(i) fixed costs				X		

	Affluent Society	American Economy	Farm Problems	Auto Industry	Poverty	Middle East
(b) Profits		X	X	X	X	
(c) Advertising				X		
(d) Product differentiation				X		
b) third party costs				X		
3) Traditional economic system	X					X
a) Reciprocal relationships	X					X
4) Mixed economy			X	X	X	X
16. Power			X	X		X
a. Agglomeration of power			X	X	X	X
1) collusion		X				
2) labor union		X		X		
a) collective bargaining		X				

Affluent Society	American Economy				
		X			
					X
			X		
			X		
			X		
					X
					X
					X
					X
					X
		X			X

3) interest group

4) political party

5) corporation

6) monopoly

7) oligopoly

8) coalition

9) alliance

b. Autocracy

c. Oligarchy

d. Access

17. Decision-making

	Affluent Society	American Economy	Problems			
18. Culture				X		
a. Norms and values						X
b. Attitudes						X
1) Prejudice						X
c. Perceptions						X
1) Frame of reference	X					X
d. Political culture						X
1) Ideology						X
a) Democracy						X
e. Integrated whole				X		X
f. Change				X		X

	Affluent Society	Ameri-can Economy	Farm Problems	Auto Industry	Poverty	Middle East
19. Political activity						X
20. Institutions						X
a. Social						X
b. Political						X
1) Legislative						X
2) Electoral system						X
c. Family						X
d. Religion						X
e. Economic	X					X
21. Social structure						X
a. Role						X

	Affluent Society	American Economy	Farm Problems	Auto Industry	Poverty	Middle East
22. Social function						X
23. Stratification						X
a. Scarce goals						X
b. Status						X
c. Class						X
24. Social Processes						X
a. Competition		X	X	X	X	
b. Discrimination						X
1) Scapegoating						X
c. Conflict						X
1) Political						X

	Affluent Society	Ameri-can Economy	Farm Problems	Auto Industry	Poverty	Middle East
2) Cultural						X
3) War						X
d. Accommodation						X
1) Compromise						X
25. Modal personality						X
26. Globalism						X
27. Location						X
a. Position						X
b. Situation						X
c. Site						X
1) Landforms						X

	Affluent Society	Ameri-can Economy	Farm Problems	Auto Industry	Poverty	Middle East
2) Climate						
a) Temperature						X
b) Precipitation						X
3) Soil						X
4) Vegetation						X
28. Population						X
a. Dispersion						X
b. Density						X
c. Overpopulation						X
29. Cultural use of environment						X
a. Irrigation						X
30. Region						X
31. International system						X

	Affluent Society	Ameri-can Economy	Farm Problems	Auto Industry	Poverty	Middle East
a. National power						X
b. Nationalism						X
c. Imperialism						X
d. Interdependence						X
32. Multiple causation						X